

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

PPA 272: Collaborative Governance Advanced Practice. Spring 2025

Instructor: Madeline Graf

Email: Madeline.graf@csus.edu

Class Meeting Time and Place: Wednesdays, 6:00 PM-8:50 PM

304 S Street, Sacramento State Downtown Campus

Office Hours: Wednesdays, 8:50 PM-10:00 PM, or by appointment

COURSE DESCRIPTION:

This is a practice driven, highly participatory course for students to learn advanced skills in collaborative methods. Topics include public engagement and consensus building, facilitating groups, and developing multi-scale collaborative processes and institutions. The focus is on active learning and practicing a variety of collaborative skills.

COURSE CONTENT:

Students will practice collaborative skills through scenarios, simulations, case studies, and managing class dialogues. Students will demonstrate their understanding through participation, group projects, and individual work products.

LEARNING OBJECTIVES:

Cognitive Objectives:

- 1) Categorize public policy challenges, sort through and interpret information to effectively analyze public issues, and identify the sources of controversy for different public controversies
- 2) Identify different interests in public policy issues and categorize the stakeholders who represent those interests
- 3) Understand goals, processes, and strategies to design a collaborative plan
- 4) Understand group dynamics and effective governance structures

Skills Objectives:

- 5) Create shared vision and mobilize participation
- 6) Build trusting teams and lead productive group dynamics
- 7) Demonstrate effective verbal and written communication and empathetic, accurate listening
- 8) Conduct productive dialogue through ethical facilitator roles and using facilitative strategies
- 9) Lead interest based negotiation

Students who complete PPA 270 and PPA 272 are eligible for the Certificate for Collaborative Governance awarded by California State University Sacramento.

CONDUCT OF THE COURSE:

This course will rely heavily on student participation. We will make regular use of exercises designed to illustrate principles and give students practice in collaborative methods. Students may be asked to take the lead in facilitating class discussions. To be successful, students will need to read class materials prior to class, prepare for the exercises, and engage fully in each session.

READINGS:

Two books are required and may be purchased at the Hornet Bookstore. The books are:

Facilitator's Guide to Participatory Decision-Making, Sam Kaner, Jossey-Bass Business and Management Series, April 2014

How to Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems, and Make Decisions. David Straus, 2002. (Used in PPA 270)

Further readings will be posted on Canvas or otherwise made available.

ASSIGNMENTS AND GRADING WEIGHTS:

I will evaluate students based on the following:

1. Participation and quality of contribution to class discussion and exercises: 50%
Evaluation Criteria: Preparation; attendance; effort; willingness to experiment and/or take risks; demonstrates application of course concepts and readings; demonstrates self-reflection and awareness of his or her impact upon the group (both in and out of role); demonstrates ability to learn from experience. This includes participation in one student led reading discussion.

2. Completion and quality of written assignments: 25%
Evaluation Criteria: Assignments are complete, on time, and on topic; style, clarity, and professionalism of writing; effective visual presentation of documents; creativity of reflections; and demonstrates ability to apply general course concepts to professional practice.

3. Performance during final presentation: 25%
Evaluation Criteria: Attendance; presence; demonstrates incorporation of course concepts into mental models demonstrates sophistication in understanding of complexities of situations and the range of possible interventions to address challenges.

SPECIAL NEEDS RELATED TO DISABILITIES:

Should you need assistance with portions of class due to disabilities, please let me know as soon as possible. The University offers services to student with disabilities and I would be glad to refer you to the appropriate campus unit.

SEXUAL MISCONDUCT DISCLOSURES AND MAINTAINING A RESPECTFUL LEARNING ENVIRONMENT

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes, but is not limited to rape, relationship violence, or stalking, all faculty and staff members are obligated to report this disclosure to the university's Title IX Coordinator. Contact Sac State's Title IX Coordinator, Skip Bishop, at (916) 278-5770 or email at william.bishop@csus.edu. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus Phone Number: 916-278-6461

Website: www.csus.edu/shcs

Campus Confidential Advocate – Laura Swartzen

Email: weave@csus.edu

On Campus Phone Number: 916-278-5850 (during business hours) WEAVE 24/7

Hotline: 916-920-2952

ACADEMIC HONESTY:

I take issues of academic honesty (including avoiding plagiarism) seriously and you should as well. If you are unfamiliar with the specifics of policy in this area I recommend you review the appropriate section of the on-line University Policy Manual:

<http://www.csus.edu/umannual/AcademicHonestyPolicyandProcedures.htm>.

LATE ASSIGNMENTS AND MISSED CLASSES:

I will accept late assignments (or allow for a make-up examination) only in unusual circumstances. I expect students to attend all class sessions unless they have a compelling reason not to do so. You should notify me in advance if you need to miss a class. Unless truly exceptional circumstances exist, a student who misses three classes will be penalized one entire grade (e.g. an A- for the course will become a B-), and a student who misses more than three classes will receive a failing grade.

Students may make up participation points for one missed class by completing a makeup assignment. Assignment details are available on Canvas.

CLASS SCHEDULE:

1- January 22, 2025

Topic: Course Overview, Fundamentals of Practice

2- January 29, 2025

Topic: Constraints & Choosing to Collaborate

- Legal Constraints
- Cost & Benefits
- Working with the Media

Reading:

- How to Make Collaboration Work: Chapter 7

In Class Learning Activities:

- Ice Breaker: Digital Polling
- Simulation: To Collaborate...or Not?

3- February 5, 2025

Topic: Stakeholders & Their Interests, Intro to Role of Facilitator

Reading:

- Facilitator's Guide to Participatory Decision-Making: Chapter 1-3

In Class Learning Activities:

- Ice Breaker: One Word
- Practice Negotiation

4- February 12, 2025

Topic: Tools and Facilitation Pt 1- Agendas, Opening Dialogue, and Ground Rules

Reading:

- Facilitator's Guide to Participatory Decision-Making: Chapter 10-12
- ILG TIERS Framework: review framework overview, Think and Initiate pillars and template worksheets available on Canvas.

In Class Learning Activities:

- Ice Breaker: Guess who?
- Active Listening Exercise

5- February 19, 2025 - Observation of a Collaborative Process

6- February 26, 2025

Topic: Tools and Facilitation Pt 2- Collaborative Process Design

Reading:

- Facilitator's Guide to Participatory Decision-Making: Chapter 4-9
- ILG TIERS Framework: review Engage pillar and template worksheet available on Canvas.
- [Inclusive Management: Planning “Green Grand Rapids” Teaching Case in Collaborative Public Management](#) Part A
 - Please come prepared to discuss the questions on page 11-12. We will create the process map together in class.

In Class Learning Activities:

- Ice Breaker: 4 Corners

7- March 5, 2025

Topic: Tools and Facilitation Pt 3- Choosing Tools & Facilitating Productive Dialogue

Reading:

- The Indiana Household Hazardous Waste Task Force: A Case Study. Available on Canvas

In Class Learning Activities:

- Ice Breaker: Traffic Light
- Inclusive Management: Planning “Green Grand Rapids” Teaching Case in Collaborative Public Management

Assignment Due: Agenda Creation & Reflection

8- March 12, 2025

Topic: Tools and Facilitation Pt 4- Facilitation Leading to Conclusions

Reading:

- Facilitator's Guide to Participatory Decision-Making: Chapter 15-17

In Class Learning Activities:

- Ice Breaker: Ball Toss
- City Park: Community Collaboration and Rotating Facilitator Exercise

9- March 19, 2025

Topic: Short Term & Long Term Collaboration, Collaborating across Levels of Fragmented Government

Reading:

- Case study. Will be made available on February 28 on Canvas

In Class Learning Activities:

- Ice Breaker: Co-counting
- Simulation: Water for you and me, or water for us? Regional collaboration in drinking water systems

10- March 26, 2025

Topic: Facilitating Agreements

Reading:

- Facilitator's Guide to Participatory Decision-Making: Chapter 18-20

In Class Learning Activities:

- Ice Breaker: Common Ground
- Simulation: Who pays? What's fair? Determining a Parking Fee Structure for Fort Williams Park

April 2, 2025- NO CLASS SPRING BREAK

11- April 9, 2025

Topic: Building Teams & Trust

Reading:

- Facilitator's Guide to Participatory Decision-Making: Chapter 21

In Class Learning Activities:

- Ice Breaker: Mirroring
- Learning about Individual Collaborative Strengths: A LEGO Scrum Simulation
- Overview of Final Project

Assignment Due: Case Study Policy Memo

12 - April 16, 2025

Topic: Reaching Closure, Decision Making and What to do When Unanimity isn't Possible

Reading:

- Facilitator's Guide to Participatory Decision-Making: Chapter 22-24

In Class Learning Activities:

- Ice Breaker: Snowball
- Simulation: Collaborative Design of Citizen Engagement in City and County Comprehensive Planning
- Overview of Final Project

13 April 23, 2025

Topic: Hard to Reach Audiences & Dealing with Difficult People

Reading:

- Facilitator's Guide to Participatory Decision-Making: Chapter 13-14
- Additional readings available on Canvas

In Class Learning Activities:

- Ice Breaker: Solution Room

14 April 30, 2025

Topic: Evaluating Public Engagement & Collaboration, Wrap-up & Work on Final Project

Reading:

- Facilitator's Guide to Participatory Decision-Making: Chapter 25
- [ILG Measuring the Success of Local Public Engagement](#)
- ILG TIERS Framework (Review and Shift pillars). Available on Canvas.
- How to Make Collaboration Work, Chapter 9

15 May 7, 2025

Assignment Due: Final Presentation. Assignment details provided in class April 9 and on Canvas.